

NJCCCS AREA:
North Brunswick Township Public Schools

Percussion Ensemble

Acknowledgements:
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Written by:
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Date: August 30 2008

Board Adoption_____

COURSE DESCRIPTION

Percussion ensemble is for students who wish to concentrate on tuned and non-tuned percussion instruments with a focus on technique and reading. Students in this course are required to participate in some after school rehearsals and bi-yearly performances for the public. During the course of the year students will work on reading percussion notation as well as standard notation for tuned percussion. Students will perform on snare, drum set, marimba, timpani, and other assorted tuned and non tuned percussion instruments. Drum rudiments and daily drills for quickening hands are standard essential for success in this course. Prerequisites for this class include Jr. High concert band or piano lessons. Interested students with no prior experience are accepted however some minimal equipment is required including sticks, mallets, practice pad, and earplugs. Many percussion instruments produce sounds that damage hearing after prolonged exposure. Failure to use earplugs will result exclusion from this class.

New Jersey Core Curriculum Content Standard Area: Visual and performing Arts

Topic/Course: AP Music Theory

Grade Level: HS August 08

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE) STANDARD 1.5 (HISTORY/CULTURE)	<p>Play at different dynamic levels based on hand signals Dynamics Hand Signals 1-5 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b Use both traditional and matched grip by playing through 8's and 25 legatos, single beat fingers, warm-ups Develop match/traditional grip</p> <p>Playing and counting rhythms aloud using examples from listed books. Basic rhythm reading (1e+a)</p>	<p>Advanced student leads warm-ups using hand signals for dynamics and exercises.</p> <p>All students perform reading examples while having hands checked by instructor.</p> <p>Sticks, Snare Drums, Practice pads, Ear Plugs</p> <p>Stick Control, Haskell's Drum Method (14-15-17), Elementary Drum Method, Alfred's Drum Method Book 1(4-8 and 10-14)</p>	<p>Quarter note = 100-132 for beginners Quarter note = 100-152 for advanced Advanced students lead drills. Advanced students aid in assessment and correction.</p>	<p>Audition score at the end of the month. Scored by instructor and two advanced students. Daily feedback from instructor. Daily feedback from advanced students and section leaders. In class discussions Benchmarks based on USSBA rubrics and past scores</p>	<p>September Continuing throughout the next 9 months with increasing skill and understanding.</p>

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STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE) STANDARD 1.5 (HISTORY/CULTURE)	Drum and bugle style performance and reading 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b Drum rudiments Sectional and student leadership	Play literature for current marching band show Play flam, paradiddle. Flamadiddle, and single stroke roll, alone and within selected literature Split into smaller student led groups based on D+B style instrumentation Sticks, Snare Drums, Practice pads, Ear Plugs, current marching band literature Drum line culture Stick Control, Haskell’s Drum Method (14-15-17), Elementary Drum Method, Alfred’s Drum Method Book 1(4-8 and 10-14)	Quarter note = 100- 132 for beginners Quarter note = 100- 152 for advanced Varied speeds of performance for varying levels.	Audition score at the end of the month. Scored by instructor and two advanced students. Daily feedback from instructor. Daily feedback from advanced students and section leaders. Performance tapes from weekend competitions	October Continuin g throughou t the next 8 months with increasing skill and understan ding.

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STANDARD 1.1 (AESTHETICS) STANDARD 1.2	Warm up techniques	Old triplet roll, roll progression, double stroke roll, roll in 16,8,16	Quarter note = 100-132 for beginners	Audition score at the end of the month. Scored by	November Continuing throughout

(CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE) STANDARD 1.5 (HISTORY/CULTURE)	<p>Rudiments</p> <p>1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b</p> <p>Mallet holding for tuned instruments</p> <p>Basic note reading (pitch)</p>	<p>Rolls open and closed, long roll, 5,7,8 rolls, flam taps, double paradiddle alone and within selected literature</p> <p>Marimba, xylophone, chimes, timpani note reading drills.</p> <p>Sticks, Snare Drums, Practice pads, Ear Plugs</p> <p>Stick Control, Haskell's Drum Method (14-15-17), Solos 34-35, 44-45, Alfred's Drum Method Book 1(12-13)</p>	<p>Quarter note = 100-152 for advanced</p>	<p>instructor and two advanced students. Daily feedback from instructor. Daily feedback from advanced students and section leaders.</p>	<p>the next 7 months with increasing skill and understanding .</p>
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STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE)	<p>Concert Band and orchestral style performance</p> <p>1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b</p> <p>Concert band and orchestra literature reading.</p>	<p>Concert snare and bass drum playing. Playing of traps and timpani</p> <p>Performance literature for winter concert</p> <p>Read through of percussion</p>	<p>Less intricate parts for lower skilled students.</p> <p>More skilled students perform in front of an audience</p> <p>More advanced students</p>	<p>Concert reviews by spectators and supervisors.</p> <p>Instructor assessment and class discussion on performance.</p>	<p>December Continuing throughout the next 6 months with increasing skill and understandi</p>

STANDARD 1.5 (HISTORY/CULTURE)	Percussion ensemble literature reading	ensemble literature All tuned and non-tuned percussion equipment required by current literature. Concert Band Literature Honors Band Literature Orchestra Literature Percussion Ensemble literature Sticks, Snare Drums, Practice pads, Ear Plugs Mallets for different traps and perc. Stick Control, Haskell's Drum Method (14-15-17), Solos 34-35, 44-45, Alfred's Drum Method Book 1(12-13)	participate in evening winter percussion group	Parental feedback	ng.
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STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE)	Mallet techniques and reading 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b Timpani, Chimes, and temple block reading	Read bass and treble clef examples for xylophone, marimba, and bells. Tremolo and multi mallet playing using provided literature Reading and tuning for timpani. Reduced note reading for temple blocks and instruments with fewer	Easier grader pieces for new readers. More advanced pieces for more experienced readers	Timed note- reading tests. In class performances. Student assessment.	January Continuing throughout the next 5 months with increasing skill and understandi ng.

STANDARD 1.5 (HISTORY/CULTURE)	Assessment Techniques	<p>pitches.</p> <p>Listening and assessment tools for greater playing ability</p> <p>All tuned and non-tuned percussion equipment required by current literature.</p> <p>Concert Band Literature</p> <p>Honors Band Literature</p> <p>Orchestra Literature</p> <p>Percussion Ensemble literature</p> <p>Sticks, Snare Drums, Practice pads, Ear Plugs</p> <p>Mallets for different traps and perk.</p>		Daily feedback from instructor. Daily feedback from advanced students and section leaders.	
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STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE) STANDARD 1.5 (HISTORY/CULTURE)	<p>Drum set playing</p> <p>1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b</p> <p>Drum set Reading and literature</p> <p>Using rudiments and fills in drum set playing</p>	<p>Using feet and hands in drum set playing</p> <p>Drum set notation in literature for rock and jazz.</p> <p>Alfred's Beginner Drum Set Method. Jazz band and concert band literature.</p>	More advanced students perform more intricate parts.	<p>Scores for performance are based on difficulty combined with proficiency</p> <p>Daily feedback from instructor. Daily feedback from advanced students and section leaders.</p>	February Continuing throughout the next 4 months with increasing skill and understanding.

		All tuned and non-tuned percussion equipment required by current literature. Concert Band Literature Honors Band Literature Orchestra Literature Percussion Ensemble literature Sticks, Snare Drums, Practice pads, Ear Plugs Mallets for different traps and perk.			
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STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE) STANDARD 1.5 (HISTORY/CULTURE)	Advanced Snare Drum Technique 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b Advanced Drum Set Techniques. Advanced Marimba, and	Students perform snare drum solos with new notation for stick clicks, back sticking, twirls, and throws. Jazz set playing using ghost and phantom notes and notation. Reading of multi-mallet literature and faster tempos	More advanced students perform more intricate parts. Music is graded for different levels.	Timed note-reading tests. In class performances. Student assessment. Daily feedback	March, April Continuing throughout the next 3 months with increasing skill and understanding.

	Xylophone Techniques Student led performances	Students run sectionals rotating through set, snare, and tuned percussion		from instructor. Daily feedback from advanced students and section leaders.	
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STANDARD 1.1 (AESTHETICS) STANDARD 1.2 (CREATION AND PERFORMANCE) STANDARD 1.3 (ELEMENTS AND PRINCIPLES) STANDARD 1.4 (CRITIQUE) STANDARD 1.5 (HISTORY/CULTURE)	Percussion Ensemble Literature Performance 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b Orchestral Percussion Performance Honors and Concert Band Performances 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4b. 1.5a, 1.5b Student led performances	Read through and perfection of percussion ensemble literature Performance literature for spring concert Concert snare and bass drum playing. Playing of traps and timpani in current literature All tuned and non-tuned percussion equipment required by current literature. Concert Band Literature Honors Band Literature Orchestra Literature Percussion Ensemble literature Sticks, Snare Drums, Practice	Less intricate parts for lower skilled students. More skilled students perform in front of an audience More advanced students participate in evening winter percussion group	Concert reviews by spectators and supervisors. Instructor assessment and class discussion on performance. Parental feedback	May, June

		pads, Ear Plugs Mallets for different traps and perc.			
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